

All Hands on Deck

Payson Community of Practice on Transition

Housekeeping

- Silence phones
- Restrooms located
- ☐ Feel free to quietly step away if you have an urgent matter
- ☐ Feel free to get up to get refreshments provided by Achieve Employment

 Services and Safeway

Dale Wolford With Services and Safeway

Share out at your table

- 1. Your name and position
- Name your agency/who you represent.
- 3. In 1 sentence
 What do you do daily that impacts the children of Gila county the most?



Who Is Here?

TREY

.



- "Resources are limited."
- "We don't have that service in Payson."
- "Students can't get there for the help."
- "There is no place for them to go!"
- "We can't do it alone."
- "We don't know where to send children for help."
- "That program went away due to funding."
- "They don't service the children in Gila county."
- "Our children have trauma in their lives and it is impacting them overall."

TREY research

Employment Welcome to Payson Community of Practice on Transition Independent Living

Outcomes for today

- Bring all agencies/partners together
- Share data about our children
- Gather input from all stakeholders
- Develop relationships
- Educate others on resources available
- Determine next steps

The AZCoPT Primary Goals: by Betty Shoen

- Introduce parents and students during the transition process to what they can expect from these key postsecondary services
- Provide guidance to all stakeholders on how to create actual "linkages" across a variety of supports available to the individual with disabilities
- Create local CoPs to meet the needs of the youth and families they serve

TREY

AzCoPT had to develop a MISSION:

The mission of Arizona Community of Practice on Transition (AZCOPT) Team is to improve lifelong outcomes for youth and young adults with disabilities.

The team does this by:

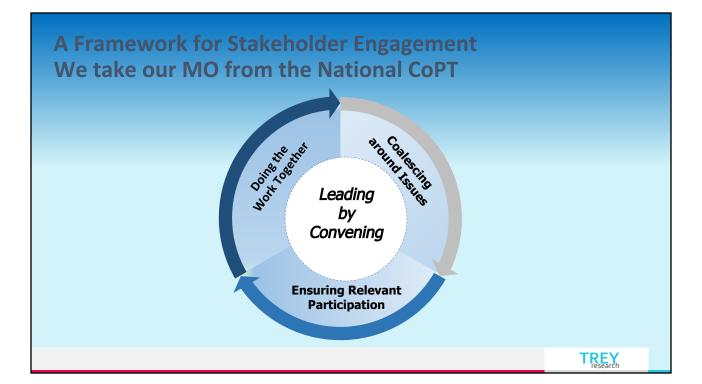
- Bringing together agency, community and local services to have a collective, coordinated, and collaborative impact
 Informing and educating the public and each other about what we do and how to access us
- Addressing unmet needs through collaboration
 Evaluating the transition process and system
 Articulating and recommending data-driven outcome improvements (policy and program)
- Strengthening local teams by supporting development/expansion, removing barriers, and enhancing creative problem solving

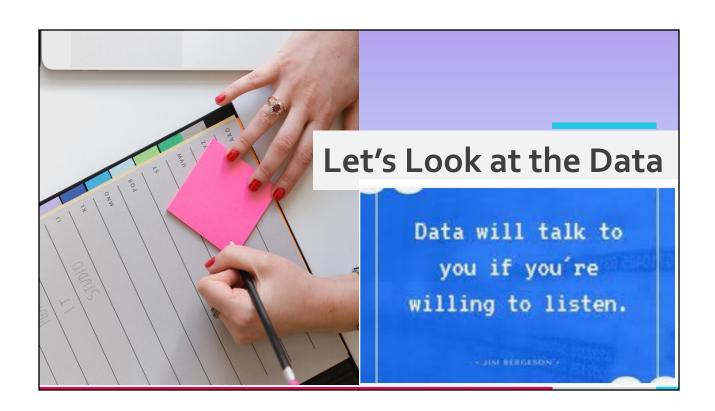


AzCoPT also developed a VISION

Improving Successful Outcomes for Youth and Young Adults with Disabilities

Local Communities of Practice should likewise develop a vision of how they see their CoP impacting their community.





Data from Community Bridges - Jake Gardner

Rx Pain Reliever Misuse in Gila County



- 1 out of 9 8th graders
- · 1 out of 7 10th graders
- · 1 out of 5 12th graders
- Has taken Rx pain reliever without a doctor's prescription
- 10.8% within the past 30 days

Arizona Criminal Justice Commission Youth Use Survey 2016

Add a footer

Risks of Underage Drinking

CBI
COMMUNITY BRIDGES, INC.

- About 1/2 of AZ 8-12th graders have used alcohol at least one time in their life
 - About 1/5 of them have used it in the last 30 days
- Each year, approximately 5,000 persons under the age of 21 die from causes related to underage drinking.



NIAAA NIH Gov. 2018: AZ Youth Survey 2018

When Alcohol is Added

CBI
COMMUNITY BRIDGES, INC.
GELEBRATE BELIEVE INSPIRE

Combination of alcohol & prescription medicines is a recipe for death







1 in 3 youths are mixing Rx with alcohol!

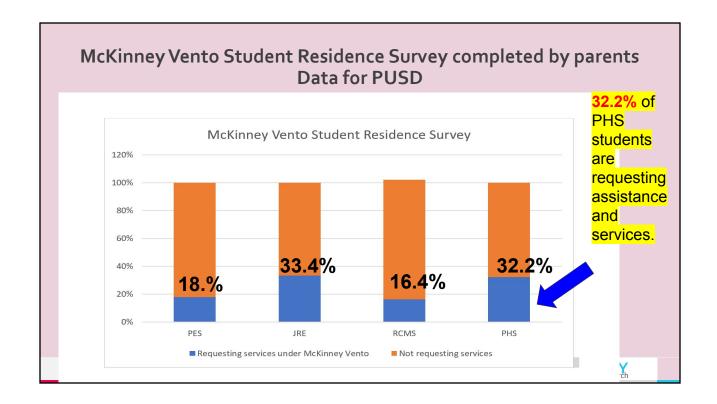
National Institute on Alcohol Abuse and Alcoholism, Harmful Interactions: Mixing Alcohol with Medicines, 2007; Artrona Criminal Justice Commission

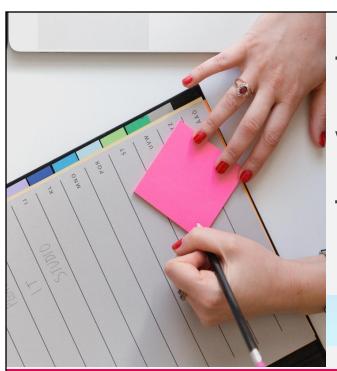
Identification of families completing the Student Residency Survey

Parents that complete the Student Residency Survey and in need of services are families in one of the following categories as defined by the McKinney-Vento Homeless Education program:

- Sheltered
- Doubled up
- Unsheltered
- Hotel/Motel

McKinney-Vento Homeless Education program originally signed into law in 1987.





The following data is related to students with a disability and receives services through an Individual Education plan.

TREY

Total number of students with a disability and receiving services (age 14 and up) on an IEP in 2017. Gila County 319 total

Name	Gender	Α	DB	ED	EDP	н	MD	MDSSI	MIID	MOID	ОНІ	OI	SID	SLD	SLI	TBI	VI	
Globe Unified District	М	4		3			2	1	3		3			37		1		79
Globe Unified District	F	1		3			2		2		1			16				
Hayden-Winkelman Unified District	M	1							2					11				18
Hayden-Winkelman Unified District	F													4				10
Miami Unified District	M	2							1		1			23			4	
Miami Unified District	F						1		3					12				43
Payson Unified District	M	16		7					4	2	16	2		35		1	1 1	122
Payson Unified District	F	2		1			1		3		6			25				122
Pine Strawberry Elementary District	М								1		2							_
Pine Strawberry Elementary District	F	1												2				6
San Carlos Unified District	M			5					2		2	1		19	1			4-
San Carlos Unified District	F			1			1		2	1				9	1			45
Tonto Basin Elementary District	М													1				4
Tonto Basin Elementary District	F										1			2				4
Young Elementary District	M	1												1				- :
																rescui	<u></u>	319

What is Post Secondary Outcome Data (PSO)?

One year after a student with a disability exits school, the school district contacts that student to see if they are engaged in school, work, etc?

Arizona Department of Education reported:

Using PSO Data!

- 276 PEAs (districts and charter schools) were included in the reported data
- Per SAIS, the total number of exiters (youth who graduated, aged out, or dropped out) who were eligible to take the PSO Survey = 8,632
- Total number of exiters who responded to the PSO Survey = 6,971 (81% Part. Rate)



TREY

Categories of Engagement

Higher Education

- · full- or part-time
- community college (two-year program)
- college/university (four- or more year program)
- · one complete term

Competitive Employment

- pay at or above the minimum wage
- setting with others who are nondisabled
- · 20 hours a week
- for at least 90 days (includes military)

Categories of Engagement

Other Postsecondary Education or Training

- full- or part-time
- · at least one complete term
- education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school that is less than a twoyear program)

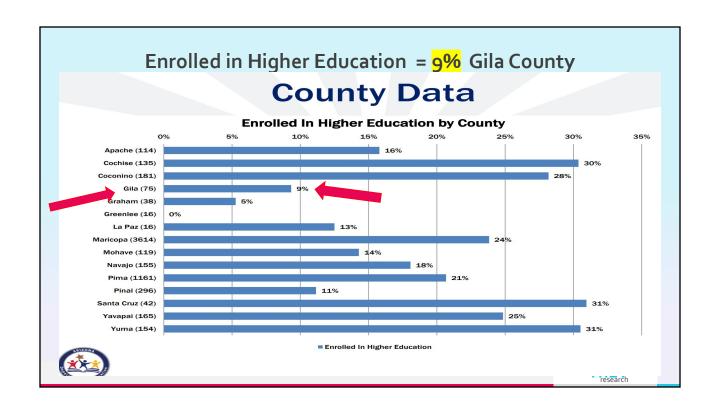
Other Employment

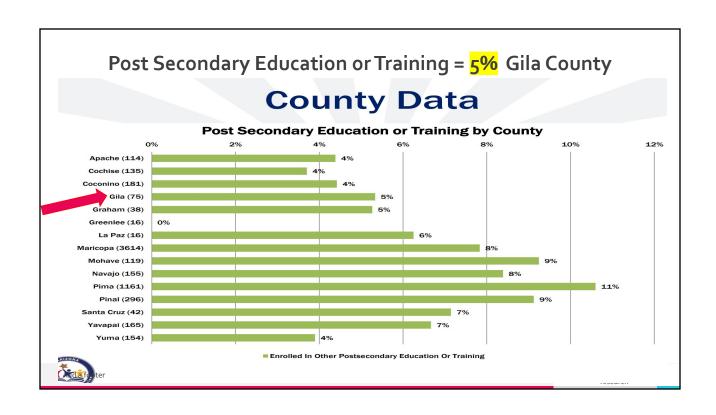
- · work for pay or self-employed
- at least 90 days
- includes working in a family business (e.g., farming, working in a store, fishing, ranching, catering services)

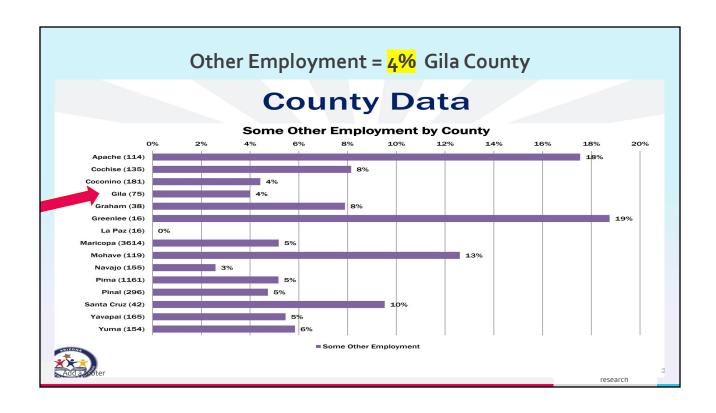
4 Categories of Engagement

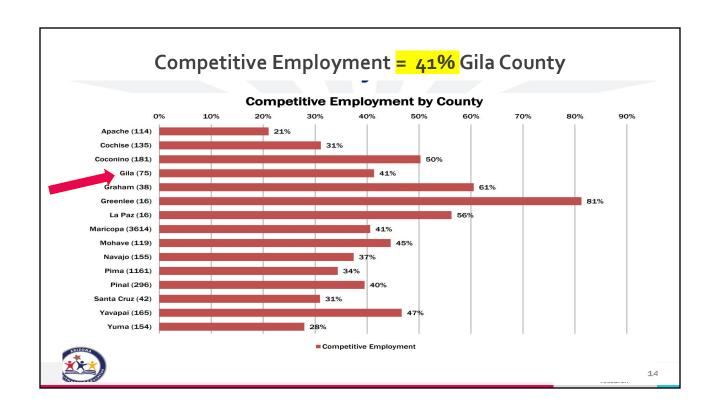
Collected 1 year after a student with a disability exits school

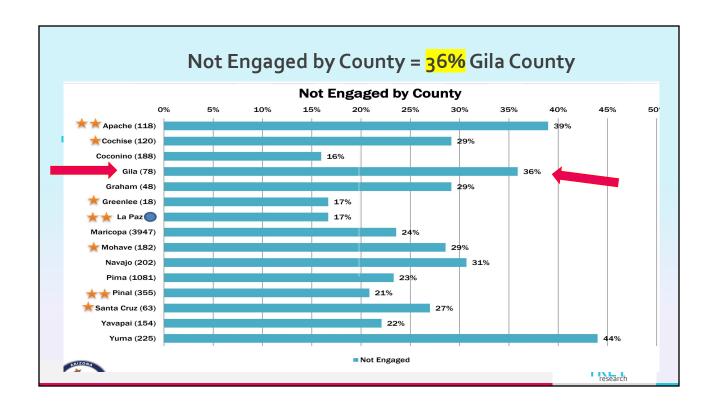
TREY research











Vocational Rehabilitation Data

State of Arizona

• By end of 2017 year, 2215 students receiving VR services

zazzle.com

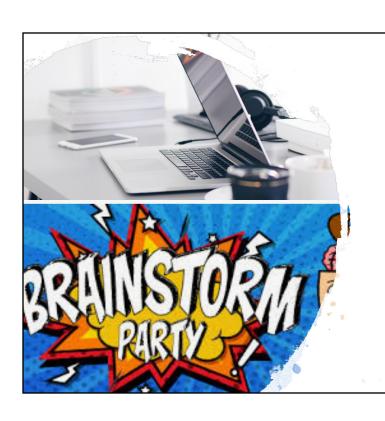


PUSD

- By end of 2017, 1 student in PUSD received VR services and has continued services.
- To date, 6 students in PUSD are now receiving VR services and more on the way. 3 that are active.

TREY research

Add a footer



Let's brainstorm!

Assign roles at your table

- 1. Facilitator Facilitate the task and solicit information from everyone
- 2. Scribe All writing tasks
- 3. Time Keeper Keep time to ensure we are finishing tasks within timelines.
- 4. Focus Monitor Keep everyone on the assigned task
- 5. Speaker Present information for the group
- 6. Active Participants All others are actively participating in the assigned tasks

research

Check your table label and number

We need you to bring your expertise to the table

Education

Post high school education and training programs

Employment Competitive

Employment as defined by working in a position that pays at least minimum wage.

Independent Living

Living independently with needed supports

TREY

What do children need to be successful in your assigned area?

Education Employment Living



What do you or your agency provide that promotes our children to EXCEL in your assigned area?
Education
Employment
Living

Add a footer

TREY

31

What did your group learn?

Strengths Gaps Needs

Share your table highlights! Finalize your K-W-L

Outcomes

Determine the following that you will share

- ✓ 3 things you learned
- ✓ 2 burning questions you still have
- ✓ 1 item that you can implement now

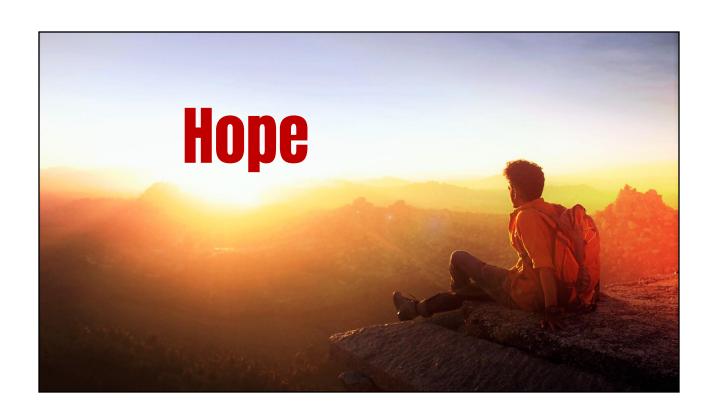
What have we done so far! Check out

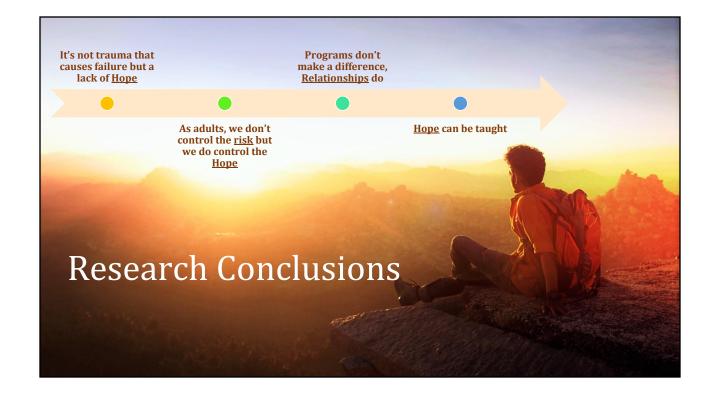
01/25/19 / / Friday / / ISSUE NUMBER 1

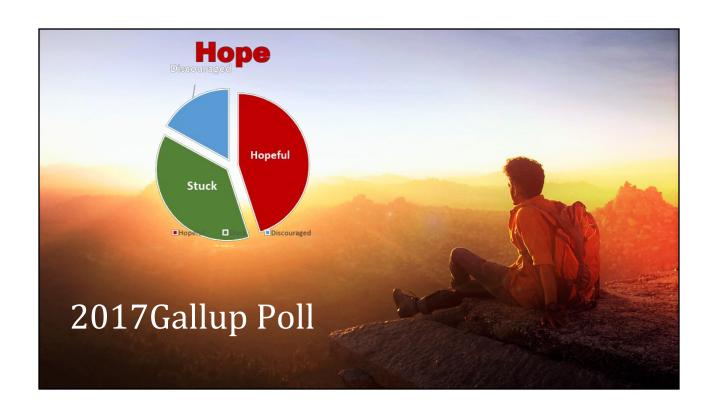
PCoPT NEWS

PAYSON COMMUNITY OF PRACTICE ON TRANSITION

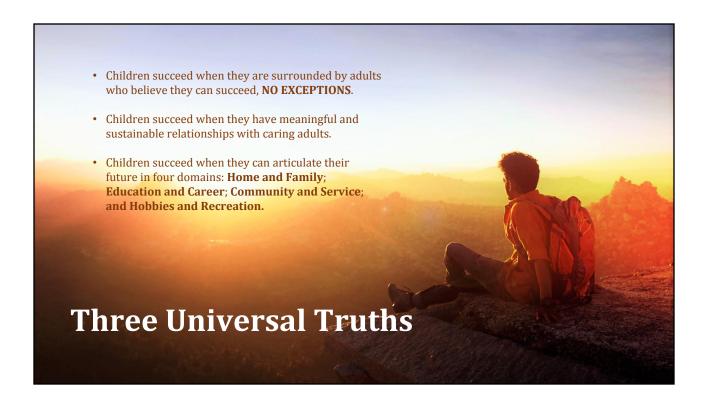


















Cowden Family Resource Center 850 S Cady Mall, Suite 227 Tempe, AZ 85281



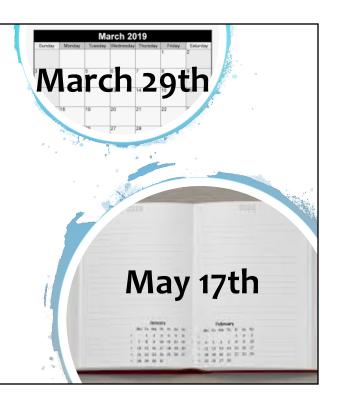
Next steps

■ We will take the data and input from today's meeting to develop next steps.

Next PCoPT meetings are

March 29, 2019 May 17, 2019 2-4 p.m.

Ticket out the door



MAY YOU ALWAYS
BE THE JEWEL IN
A CHILD'S LIFE TO
MAKE THE
DIFFERENCE THAT
LASTS FOREVER.

